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ABSTRACT

In 1986, the Ability Based on Older Dependable Experience (ABODE) Program was developed at De Anza College to train older adults to serve as a temporary source of child care on an emergency basis. The program was sponsored by Tandem Computers, Incorporated, out of a desire to provide better employee benefits with respect to child care. The program was designed to open new employment opportunities to older adults, while alleviating the child care crisis in Santa Clara County. This evaluation of the ABODE Program contains the following: (1) introductory information; (2) a history of the ABODE Program, including an assessment of the needs of older adults, working parents, and the community, as well as a statement of ABODE's long- and short-term goals; (3) an outline of the steps involved in the implementation of the program; (4) information on the recruitment of students through advertising efforts directed at churches and community service organizations; (5) a discussion of the roles played by various child care resource and referral agencies; (6) results of an evaluation of the program by 34 ABODE graduates; (7) a discussion of unmet expectations of the program; (8) recommendations for advertising, holding alumni activities, investigating job opportunities, expanding the role of the advisory board, curriculum development, and improving the referral system; and (9) guidelines for establishing a child care program for older adults. Appendixes contain legislative information; budget information; application, interview, and referral forms; promotional materials; a course outline; and the ABODE evaluation questionnaire. (JMC)

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De Anza College
Older Adult Studies
ABODE

EVALUATION
of the
CHILD CARE CLASS
for Older Adults

Written by
Sandra Gallegos, BSN, MPA

Edited by
Madeleine Williamson, ABODE Coordinator
1989

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Sandra Gallegos, BSN, MPA

THIS ABODE PROJECT EVALUATION

WAS MADE POSSIBLE BY A GRANT FROM

THE VALLEY FOUNDATION

Sandra Gallegos

Sandra Gallegos is a registered nurse with a Masters Degree in Public Administration. She brings to this evaluation years of experience working with children and parents as a pediatric nurse for Santa Clara County Juvenile Institutions and emergency room and gynecologist advice nurse for Kaiser Hospital in Santa Clara. She is currently Staff Developer for Nursing for Valley Medical Center's outpatient department and its satellite clinics.

Madeleine Williamson

Madeleine Williamson has a B.A. in Anthropology and an elementary teaching credential. She has been working with the Older Adult Studies Program for fifteen (15) years in various positions at convalescent hospitals, retirement homes and senior centers. She is currently the ABODE program coordinator and is involved with community organizations such as the Bay Area Corporate Dependent Care Coalition for Child Care and Senior Care, the Committee on Professional and Public Education, and the Health Care Committee for the Senior Care Commission of Santa Clara County and others.

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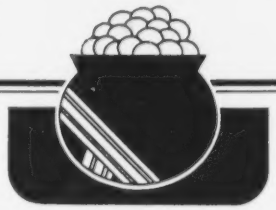


Better Than Gold

Caring for children is special to me;
While mothers are working their nanny I'll be.

For nannies are great, they are mothers of old;
Just like fairy godmothers which are better than gold.

The magic they carry is love that they give;
They have bundles of it, you wouldn't believe!

They make it their business to see the job done;
That job working mothers have hardly begun.

By Elizabeth Rodriguez
Student
ABODE Program

Introduction

ABODE (Ability Based on Older Dependable Experience), a program to train older adults, fifty and over, to serve as a temporary source of child care for parents on an emergency basis, was developed and implemented as a pilot program to help alleviate some of the current child care crisis in Santa Clara County.

At the same time, it serves as a vehicle to bridge the gap between the very young and the very old in the community. This intergenerational concept fosters a home-like environment for the children, therefore lessening some of the alienation experienced by young children of working parents. This relationship also enables the older adults to increase their self-esteem and productivity, giving them a sense of contribution to society.

Purpose of Evaluation

The program was evaluated to provide De Anza with a measuring tool to determine its success and problems. This evaluation report includes material requested by the ABODE Program Coordinator. The report also provides guidelines for any interested parties to set up a similar program.

Type of Study

This study was conducted with an evaluation research mode in mind with the end product not only adding to the ABODE program's current knowledge base, but also as a decision-making tool for whether the program should continue, and whether it accomplished its purpose.

Due to the nature of the content, both summative and formative types of research were utilized. The summative aspect of the report addresses the question, "Does it work?" Whereas, the formative aspect of the report asks, "What is it?" and "How does it work?"

Major Constraints Under Which the Evaluation Was Carried Out

One of the major problems that the program evaluator encountered was the backtracking to the origin of the program. Information on the history,

in the process. It was very difficult to pinpoint at what critical period potential problems developed.

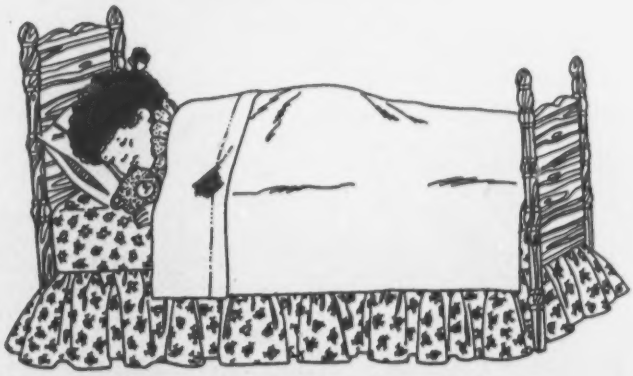
All the parties involved with the program are separate entities and function independently. Therefore, there was minimal interfacing. For the purpose of gathering information for this report, it would have been most helpful had there been more of an inter-relationship between them.

Contrary to what the ABODE coordinator had indicated, all the material was not in one locale (the files). Some information was available; however, it was not correlated and much probing into the material was needed.

The history, marketing and curriculum portions of the report have been augmented by personnel within the ABODE organization, since these persons have a better grasp of the intricacies of the program. The evaluation of the students and recommendations were done by the outside evaluator to maintain objectivity for the purpose of the study.

History of the Program

- Origin of the program
- Sequence of steps leading to the implementation
- Premise for development of the program
- Needs assessment
  - Older adults
  - Family structure
  - Community demand
- Political interventions



History of the Program

The history was provided by Dr. Edward Clements, the Director of Development; Carol Bartunek, Associate Dean of Older Adult Studies; and Madeleine Williamson, ABODE Coordinator. Dr. Clements related that the idea of project ABODE started during a luncheon with members from the San Jose Council on Aging. They were meeting to discuss applying for a grant from the National Council on Aging and the Robert Johnson Foundation to participate in a national study on the feasibility of training older adults to give, on a volunteer basis, respite care to parents of handicapped children. This proposal was not accepted.

Despite this setback, De Anza's Older Adult Studies staff still believed it was an excellent concept. They felt their credibility in the area of older adult education was good and, coupled with their available staff, they could pursue the idea of training older adults to take care of mildly ill children in the children's homes so the parents could work.

Tandem Involvement

At this point, Dr. Clements recalled a discussion with the corporate communication coordinator at Tandem Computers, Incorporated. They had indicated an interest in child care.

While De Anza's Older Adult Studies Program was contemplating creation of the ABODE Program, Tandem was thinking about how they, as part of corporate America, could provide better employee benefits for child care.

Tandem's philosophy has been one of people orientation. One of the numerous benefits offered to its employees is the Dependent Care Assistance Plan (DCAP). This plan, under a federal IRS law, allows a Tandem employee to tax shelter up to $5,000 a year for eligible dependent care. The company saves money by not having to match the amount of Social Security taxes its employees shelter.

DCAP proves beneficial to both Tandem and its employees as a form of tax shelter. It gives parents an opportunity to fund their child care expenses with pre-tax salary dollars. The Federal government allows the employee credit on their personal income tax for child care.
Tandem was very receptive to De Anza's proposal because of its dedication to providing good benefits to its employees and it also felt that its involvement would assist the community in general in dealing with the child care crisis.

Submission of Proposal and Formation of Advisory Board

In May of 1986, upon the advice from an executive of the Retired Executive Volunteers, the Advisory Board was formed to provide assistance for the project and for fund raising. To date, the Advisory Board has raised a one-time sum of five hundred dollars.

In the latter part of May 1986, De Anza had another meeting with Tandem Computers, Inc. At this point, Tandem expressed an interest in co-sponsoring the project. A formal proposal was submitted to Tandem Computers, Inc., on August 19, 1986. On November 6, 1986, Tandem Computers, Inc., presented a $14,900 check for the project to President DeHart of De Anza College.

On November 14, 1986, the first meeting of the Advisory Board for ABODE was called to order. Unfortunately, minutes were not taken. The Advisory Board has met two times since then and will meet again to discuss the findings of the evaluation report. Since minutes were not taken at the board meetings, no documented information was available to analyze.

Premise for Development of Program--Needs Assessment

The Older Adult Needs

Older adults are becoming a larger, healthier part of our population. The U.S. Census Bureau predicts that by the year 2000, the number of those 65 and older will increase to over 34 million, over 17% of the population.

Therefore, the nation is concerned with improving the mental, physical and spiritual aspects of the older adults. At the same time, a major effort is underway to develop and utilize this untapped resource .

After retirement, older adults need to feel that they are still contributing members of society. Their self-esteem and integrity need to be maintained. Some persons are interested in maintaining connections with younger people and children to keep themselves feeling young and not isolated.

The Foster Grandparent Plan was created under Lyndon Johnson's administration to match low-income elderly with children who needed help. De Anza utilized this important intergenerational concept to create a program to meet some of the economic, social, and educational, needs of the older adult.

Family Structure Needs

The child needs to be nurtured in a protective, caring environment. From infancy to adulthood, what happens to a person determines how that individual responds to later life experiences. The first five years are considered the formative years. Therefore, qualified early childhood care providers are of the utmost importance in building the character and self-esteem of the future generation.

Many women are departing from the traditional role of homemakers. Women are either single parents or are members of households requiring two incomes. Some of today's young women delay motherhood to develop their own careers and find it necessary to maintain their employment outside the home.

Santa Clara County has one of the largest female labor forces in the country. About 70% of the area's mothers hold jobs. There are approximately 21.4 million mothers in the nation with children younger than 18 in the labor force. According to a U.S. census report (1977), just more than half of all mothers with babies younger than a year old hold outside jobs. For the first time, we are seeing mothers return to work when their children are infants.

Present child care services, both in the home and at centers, are proving inadequate to meet the rapidly increasing demand for child care. One of the greatest problems facing working mothers is finding care for the infant, ill child, or child home during school holidays, so that they can continue to work. Too much time away from work could seriously jeopardize the mother's job and create problems for her employer.

Community Demands

Some companies are looking into ways to help their employees in the area of child care. They realize that if there were adequate child care available, this would, in turn, reduce their rate of absenteeism. In the high technology industry in Santa Clara County, optimal work productivity is necessary to meet deadlines and maximize production output.

According to a San Jose Mercury News article, most San Jose employers are worried about the lack of child care for their employees, but find the expense prohibitive. To resolve this problem, many companies are willing to offer information and referral services or have adopted the Dependent Care Assistance Plan. Apparently, these approaches are cost effective for industry.

When it comes to setting up corporate day care centers, employers overwhelmingly cite too much money and too much responsibility as the biggest obstacles to child care programs. Corporations appear to have the desire to help their employees, but the cost and liability issues seem to weigh against child care concerns.

Political Intervention

Because of the baby boom, local bodies of government are forced to investigate the child care crisis. In Santa Clara County, Sunnyvale's council members have mandated a study to consider ways that developers, private industry, schools and government can work together to provide more and cheaper child care. Sunnyvale shows no interest in getting into the child care business

itself and will not consider operating its own child care center.

The city of San Jose established a child care task force which conducted a study to make recommendations to the city council to meet the crisis. They recommended a three-year action plan with the creation of a Child Care Commission, which will advise the city council on child care matters.

The Commission will also oversee a Child Care Coordinator, who will be hired to form the office of child care for the city of San Jose. The office will provide education, and information and referral services to parents, employers and child care providers.

Child Care Legislation

Several bills are currently in the appropriation status. These bills were initiated by state legislators to analyze and solve some of the child care crisis in California (see appendix I).

Policies and Organization of the ABODE Program

- Scope of Service of Home-Care Provider
- Organization Chart
- ABODE Coordinator Job Description
- Long-Term and Short-Term Goals

SCOPE OF SERVICES OF HOME-CARE PROVIDERS:

1. Take care of children temporarily while they are home sick.
2. Take care of mildly disabled children on a part-time basis--respite care.
3. Replace regular caregiver, if caregiver is unavailable.
4. Take care of children after school until parent comes home.
5. Take care of children home for school holidays, or school closings--in-service days, etc.
6. Possible overnight and weekend care, if parent is traveling.
7. Help with older siblings at time of birth of new child.
8. Take care of children, if parent is ill.
9. Take care of children during family emergencies.

HOME-CARE PROVIDERS WILL NOT:

1. Be trained to care for severely ill or severely handicapped children.
2. Be trained for newborn (up to 2 months) or teenage care.
3. Do housework, except that directly related to child care (such as getting lunch for children).

ABODE ORGANIZATIONAL STRUCTURE

DE ANZA COLLEGE

Associate Dean
Older Adult Studies

ABODE COORDINATOR

- o Publicity and Promotion
- o Recruitment
- o Works/Referrals
- o Monitors Students
- o Public Relations

ABODE

Staff:
Instructor
Clerical

- o Recruits
- o Trains
- o Evaluates

TANDEM

- o Identifies Users and Employee Needs
- o Orients Employees
- o Promotes Program

REFERRAL AGENCY

- o Handles Referrals to Tandem

TANDEM

Employee Users

ABODE COORDINATOR

DESCRIPTION

Under the supervision of the Associate Dean of Older Adult Studies, De Anza College, assists in the selection of program participants, coordination of training, placement activities and support services.

EXAMPLES OF DUTIES AND RESPONSIBILITIES

Selects program participants based on individual's eligibility, capabilities and interests; ensures that Tandem and De Anza College goals and guidelines are followed; coordinates orientation activities; identifies and troubleshoots potential problems; coordinates support services and needs of the program participants; assists in intake and recruitment as needed; refers participants to referral service; serves as liaison between program participants and job referral agency; assists in development and implementation of public relations and marketing activities; organizes and implements program's office procedures and policies.

EMPLOYMENT STANDARD

Knowledge of community resources and referrals; experience in public relations. Some knowledge of working with children and older adults.

ABILITY TO:

Communicate with and motivate people; meet with general public, agencies, businesses and industry.

EDUCATION

Bachelor's degree in a related area.

ABODE CHILD CARE CLASS

Long Term and Short Term Goals

Basic Goals:

1. To help older adults find employment opportunities.

2. To help with the child care crisis in the Santa Clara Valley.

3. To develop and teach a child care class for older adults.

Other Goals:

1. To continue giving the class at least once a year to at least 20 students per class.

2. To encourage students to continue in the field of child care, perhaps, going on to take further courses in Early Childhood Education.

3. To make seniors aware of the problem of child care for parents and the opportunities available to them in this field.

4. To make the community aware of the value of child care.

5. To encourage the employment of senior citizens in child care centers.

6. To give trained seniors who wish to do this kind of work a chance to feel comfortable in offering their services.

7. To give seniors a chance at referral for employment.

8. To elevate the level of child care given in the homes of working parents.

9. To give seniors a chance to enhance their skills and enjoy socialization in class.

Implementation of ABODE Pilot Program

Implementation of the ABODE Pilot Program

Acknowledging the growing urgency of the child care crisis, De Anza and Tandem decided to implement the ABODE program as a source of temporary child care to relieve a fraction of the child care needs of the immediate community.

A budget and an organizational chart were developed (see appendix II). The generic time line formulated was as follows:

Phase I September - December 1986
- Set up organization structure
- Develop marketing strategies
- Recruit and screen 20-30 participants

Phase II January - February 1987
- First six-week training session

Phase III March - April 1987
- Second six-week training session
- Internship work in the field, emphasis on hands-on experience in various child care settings.

Phase IV May - June 1987
- First ABODE graduating class ready to be employed
- Introduced to Tandem employees
- Follow-up and evaluation

This schedule was not met. The ABODE program started recruiting people in January and February of 1987. The first class began in April of 1987. Due to the difficulty of setting up an internship program and the need for more in-class time, the six-week on-site experience was dropped. In its place, students were asked, as part of their homework, to observe and participate with children in day care centers. Their work was evaluated by the center's teacher.

This worked fairly well, as students were able to choose a qualified nursery school or day care center near their home. The schools were happy to have

them and cooperated in returning evaluations. The requirement was a minimum of four hours observation and participation. Most students and teachers felt that this was too little time spent with children.

Recruitment of Students: Advertising

Recruitment and Screening of Students

Advertising of the Program

Advertising efforts were directed initially at churches. They were followed by publicity in senior and nutrition centers, and at senior organizations. At these centers, informal presentations were given. The presenters were primarily the Associate Dean of O.A.S., the Director of Development for De Anza College and the ABODE Coordinator.

Information was mailed out to community services, such as 4C's in Palo Alto and San Jose, the Catholic Social Services, Asian Americans for Community Involvement, Jewish Community Centers, and the Older Women's League. In addition, many employers and organizations within the community were contacted about the ABODE program. Various ethnic community groups were contacted, such as the Mexican American Community Service Agency (M.A.C.S.A.), Indian Center of San Jose, and the Japanese-American Senior Service.

Employment Development Departments and job resource centers within the Santa Clara County were notified of the ABODE program, as were senior service departments of major hospitals in the area. An announcement of the program was distributed to all the school districts through the Santa Clara County Office of Education.

Flyers and news releases from De Anza College were mailed to various Santa Clara County news agencies. (appendix III). Some of these news agencies contacted the ABODE program to write articles about this new concept. In particular, the San Jose Mercury News, and the Times Tribune and others were most helpful. Senior papers and newsletters containing information about the class were distributed throughout the county.

In addition to newspapers, radio and television stations were contacted. These stations were not exclusively within Santa Clara County; information was also sent to stations in adjacent counties. Interviews were conducted on

radio, television and cable television programs. Public spot announcements were aired on both radio and television. According to the ABCDE Coordinator, they were all helpful. KPIX, KBAY, KGO and KRON were particularly helpful.

When students called in to sign up for the class, they were given appointments to meet with Dr. Clements and Madeleine Williamson. Each student was asked to fill out an application form and was interviewed (see appendix III). This meeting was designed to screen out unsuitable candidates and to give prospective students an opportunity to find out more about the class.

The interview process was later dropped as part of the program, because it took too much time and it was felt that students generally screened themselves out. Also, over the course of the quarter, the teacher was better able to form an opinion of the student than was possible in one interview.

CURRICULUM

The curriculum was developed by the ABODE instructor Sandi Kovach-Long (see appendix IV). Each of the classes is in increments of three hours. The classes are held in various senior centers. Being in a senior center provides familiarity and ease of accessibility to the older adult students.

In class, there is considerable interaction between the instructor and the students. Exchanging ideas is encouraged. Time is allowed to reflect on the lesson plan and to ask questions. During these classes, the instructor is able to familiarize herself with each of the students and is able to give each an evaluation at the end of the quarter.

As part of the graduation requirement, students must have their physician sign a form stating they can do this type of work. They must also get a TB test. Students are also requested to provide two letters of recommendation and get an evaluation from the Day Care Center at which they observed and participated in activities.

During the class, students are also fingerprinted. Their fingerprints are kept on file at De Anza College in case of need. In 1986, the California Legislature passed the Phillips/Reeves In-Home Child Protection Act of 1987 (see appendix I). This act sets up a pilot project in five counties in California. The act allows parents and/or legal guardians to request a background examination for adults who wish to care for children in the parents' home. Written consent of the provider is needed to conduct this background search. More persons should be made aware of this program as it provides some protection to both parents and providers.

ROLES OF REFERRAL AGENCIES

Choices for Children

When the initial plan for Tandem Computers to provide a referral system within its organization didn't materialize, Choices for Children was chosen to assume this role.

Choices for Children is an employer-supported child care resource and referral agency. It is the only agency in Santa Clara County working with Work Family Directions, a child-care consulting firm in Boston.

Choices views its role as providing the parents with names of providers, and it is up to the concerned parties to handle the interviewing process, hiring and fee setting. The agency encourages the providers to negotiate their own fee and collect accordingly. It advises the providers to clarify expectations of the parents on hours worked, salary and responsibilities.

As a resource agency, it also provides information about child-care issues and concerns that may arise. It loans toys, equipment and resource material to interested providers.

According to Choices for Children, there has been increased utilization of its services by Tandem employees because of good publicity within the organization. Five to ten percent (5-10%) of Tandem employees utilize this service. However, the number of ABODE graduates being employed are minimal.

With each graduating ABODE class, a file is made up for each student by Choices. In the files are the following:

Provider intake form
In-home check list
Instructor's letter of reference

Two personal references
Medical records
Field work evaluations

Choices for Children does not guarantee that the providers' names will be given out on a regular basis. The Director feels her agency has done its best to refer the ABODE graduates. The agency holds that the lack of utilization of the ABODE graduates is attributable to their rigidity and unavailability to be providers except at certain times. More than half of the ABODE graduates on file are on the inactive list. The reasons are numerous, ranging from personal or family member health problems necessitating their attention, to other obligations and limited transportation.

Parents Helping Parents

This agency serves as a resource and referral system for parents of special needs children. The agency maintains a vast supply of literature and other resources for its clientele. In addition to the resources, the agency mails out newsletters to parents for information and moral support. It engages in numerous fund-raising campaigns for its cause.

The agency has expressed a great need for providers to care for their populations of special needs children. Students have reported that they have been contacted for jobs.

The agency expressed a willingness to work with the ABODE program to update the curriculum so that the ABODE students will be comfortable and marketable for this great need in the community.

Community Coordinated Child Development Council of Santa Clara County, Inc. (4C's)

This agency is a private non-profit organization whose role is to assist in meeting the child care needs of families in specific communities. Each 4C program is developed with the individual community it serves in mind. It

provides information on health-related issues, child care referrals, education seminars and workshops for parents and providers, and a child care food program.

4C's has provided the ABODE program's telephone number to interested parents as an additional source of child care referral. The 4C agency also has a listing of child care job opportunities available to providers.

ABODE MAILING LIST

On a monthly basis, an updated list of parents who have called into the ABODE office requesting child care help is mailed to each of the ABODE graduates. This may also list available positions in child care settings. It is up to the graduates to contact the parents they are interested in working for and to negotiate with them directly as to pay, etc. The De Anza Older Adult Studies department cannot function as a direct referral system because of liability.

EVALUATION

Instrument

A 53 item questionnaire was used in this evaluation (see appendix V). It was submitted to the O.A.S. department and Tandem Computers, Inc., for review and comments.

Method

Questionnaires were sent to the 46 graduates of the ABODE Child Care classes. Out of the 46 surveyed, 34 responded. The following information was compiled from the responses.

Sample

The ABODE graduates were all over 50 years old. There were 45 women and one man. Thirty-three percent (33%) of the graduates were over 65 years old. Twenty-six percent (26%) were in the age group 56 to 64. Only 9% were ages 50-55.

Previous Child Care Experiences and Interests

Out of the 34 respondents, 30 had cared for their own children. Fourteen of the 34 had previous experience caring for other children. The skills and experiences of the respondents were very diverse. Most of the occupations and avocations were service-related and people-oriented. Figure 1 lists the diversity of interests of those returning the questionnaire.

Figure 1

Sales factory
Survey work
Interviewing
Nursery field
Clerical (N=8)
Dress maker

Floral arrangement
Telephone operator
Cashier
Cook
Field trip volunteer
Receptionist
Cosmetologist
Teacher
Artist
Antique collector
Sales
School bus driver
Elder care
Counseling - crisis intervention
Piano teacher

Present Interest in Child Care

Of the 34 respondents, 30 students took the course to update their skills and knowledge. In addition, 20 of the 34 were interested in certification. This probably indicates a general interest in pursuing employment in child care after graduation.

Gratification with Child Care

In Abraham Maslow's hierarchy of needs, esteem and self-actualization are at the top of the pyramid. Esteem includes intrinsic factors such as self-respect and achievement, and extrinsic factors such as recognition and attention. The self-actualization need encompasses growth and self-fulfillment.

Seventy-nine percent (79%) of the respondents to question 5 felt that being a child care provider has enhanced their quality of life and provided them with a sense of contribution to society. Three percent (3%) answered "no" to this

question and 18% did not respond.

More than half of the respondents feel that child care is meeting important needs in their lives, such as self-respect, enhancement of quality of life, and a sense of contribution to society. Sixty-eight percent (68%) feel that child care is rewarding and satisfying, and twenty-six percent (26%) answered "some of the time" to this question (see question 6).

Personal Information

According to Choices for Children, most of the graduates have not been available as child care providers. In order to investigate the problem, the questionnaire asked if there were any changes in the students' health and circumstances that would prevent them from working as providers (see question 8). Surprisingly, 76% did not have any changes to report. Eighteen percent (18%) answered "yes" to this question.

Furthermore, 79% feel that most of the time their current physical status and energy level allows them to provide child care. Twenty-one percent (21%) answered "sometimes" to this inquiry (see question 7).

Table 1 demonstrates how tired the ABODE graduates are at the end of the day after providing child care.

TABLE 1

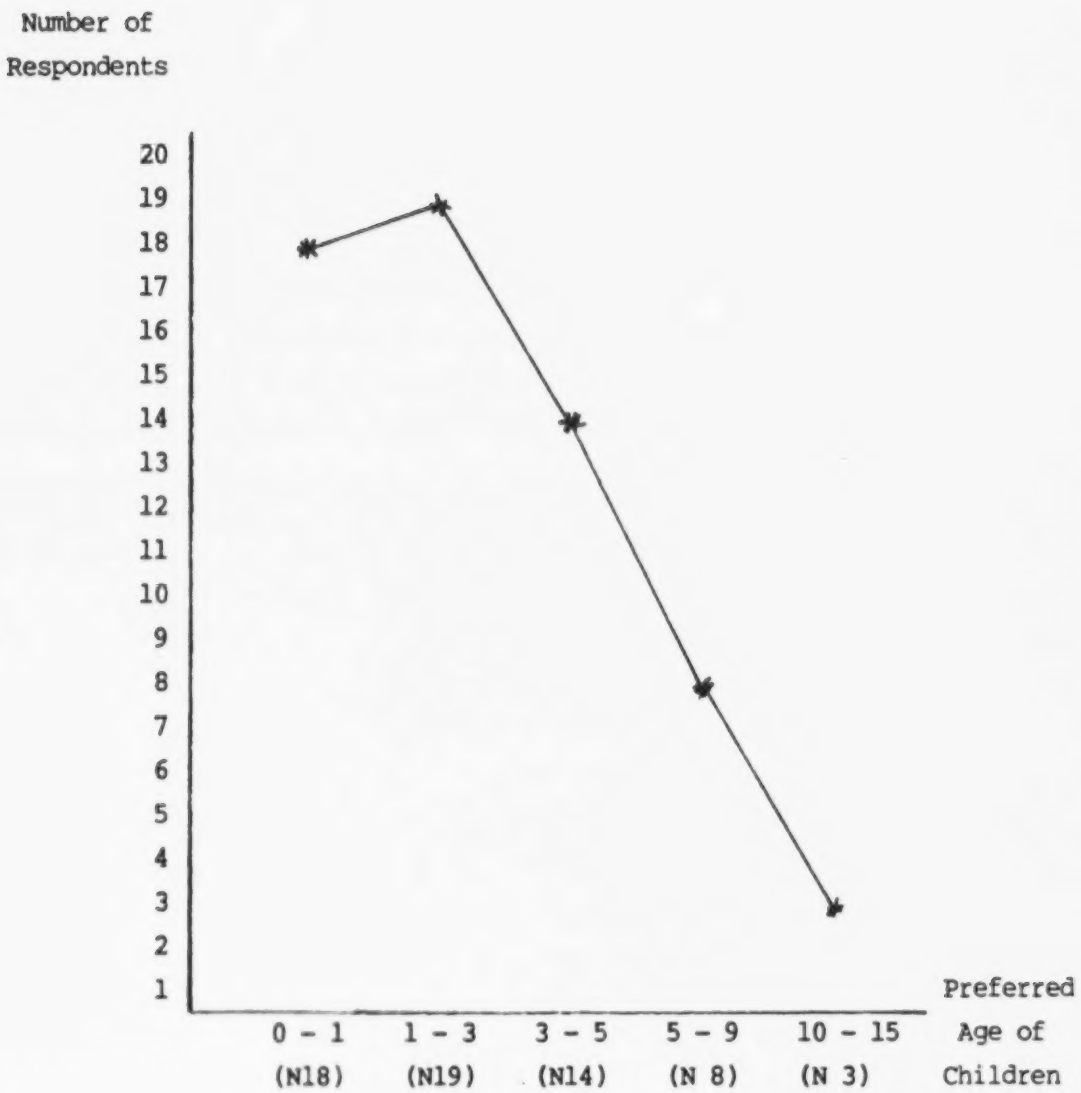
Degree of Fatigue	%	(N)
Slightly	44	(15)
Moderately	35	(12)
Extremely	3	(1)
Not tired	3	(1)
Depends	3	(1)
No response	12	(4)

Work Preference

Over half of the providers wish to provide care in the parents' homes. About 25% would like to take care of the children in their own homes. Approximately 28% prefer to work in a group child-care setting.

Most of the providers opted to care for the younger children from birth to one and from one to three. Figure 2 illustrates their age preferences.

FIGURE 2



N = number of respondents

Transportation

Older adults frequently have transportation problems and thus limit themselves to a certain geographic area. Many older adults do not like to drive in commute traffic and prefer to drive when lighting is optimal.

A correlation between the types of transportion used and the geographic limitation set by the students was analyzed. Although 74% of the students have their own autos, almost an equal number set geographic and/or maximum mileage limitations.

Out of the 34 respondents, three (3) of them had additional comments. One answered that there would be no geographic limitation if payment for mileage was provided. Another stated she would travel no less than a 15 mile radius, and one preferred to provide child care in the San Jose area only.

TABLE 2

Method of Transportion		
Auto	Public Transit	Other
N (25) 74%	N (8) 24%	N (1) 2%
Geographic Limitations		
Yes	No	No Response
N (27) 79%	N (5) 15%	N (2) 6%

Work Schedule

In the questionnaire, the students were asked whether they preferred full or part-time work. Most of the respondents would rather work part-time, on weekdays. Sixty-two percent (62%) wanted temporary work as opposed to 38% wishing permanent work. (See Figure 3 and Table 3).

Figure 3

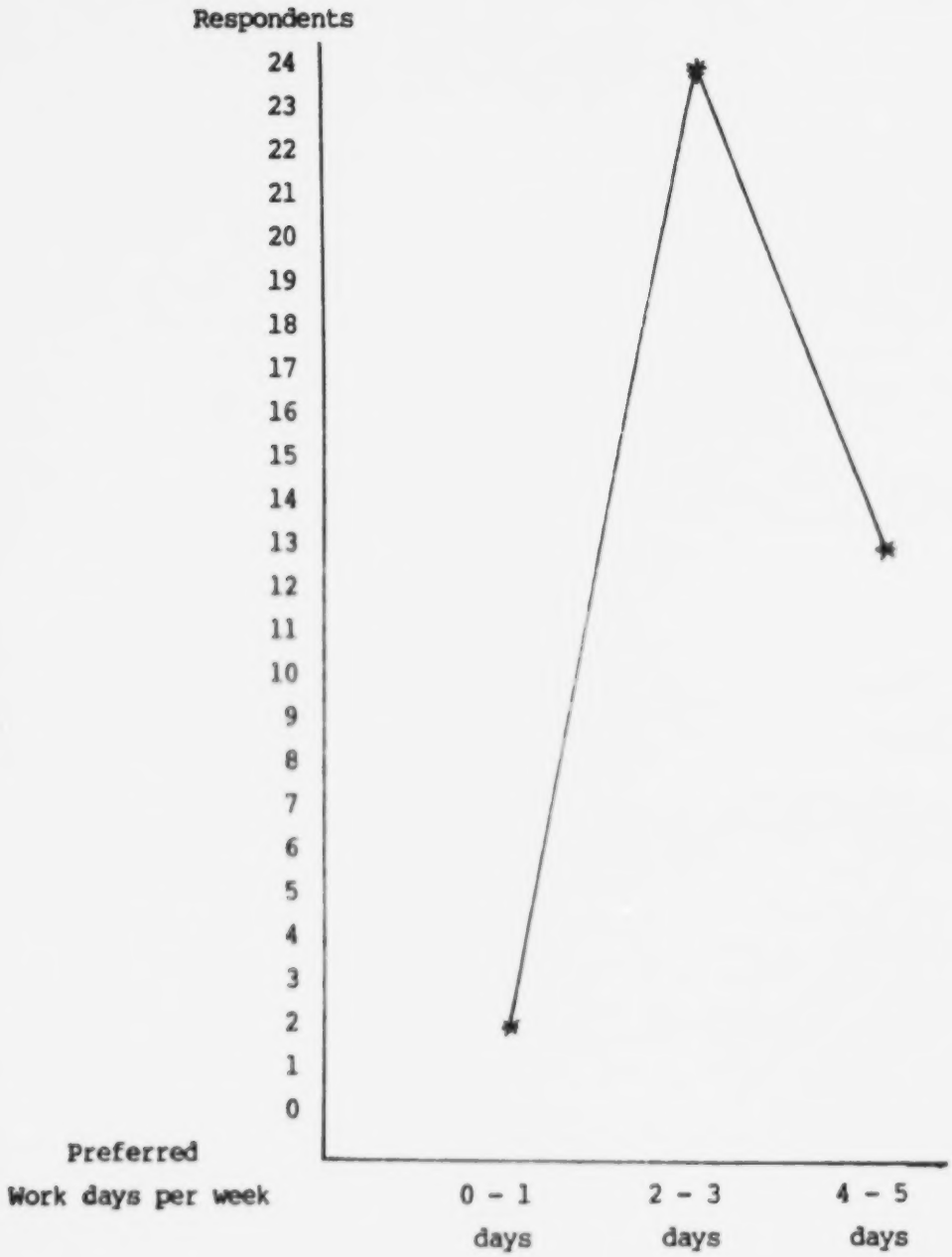

Respondents
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
Preferred
Work days per week
0 - 1
days
2 - 3
days
4 - 5
days

TABLE 3

Preference for Working on Weekdays or Weekends

Weekdays	N (22)
Weekends	N (3)
No preference	N (7)
No response	N (2)

These answers confirmed a hypothesis held by ABODE that the graduates would prefer part-time work. Choices for Children has expressed concern that the providers had rigid time schedules and minimum availability. As a possible solution to this problem, the respondents were asked if they would consider job sharing. They indicated a positive interest (see table 4).

TABLE 4

Interest in Job Sharing

Interest in Job Sharing	Yes %	No %	Maybe %	No Response %	Do Not Know %
	N (11) 32%	N (6) 18%	N (11) 32%	N (4) 12%	N (2) 6%

Since the idea of job sharing had not been incorporated in the curriculum, it has been suggested that ABODE develop this as an alternative method of splitting child care responsibilities with another provider. Most parents are interested in full time child care, and job sharing allows the care provider to work and yet not have too constrained a work schedule.

Interest in Various Types of Child Care Service

Table 5 illustrates the interest of the graduates in kinds of child care other than in-home child care. The majority of the ABODE graduates were not interested in day care licensing. There was definitely an interest expressed in the categories of group child care, child care centers, and work as after-school aides. These options were covered in class and application forms were distributed. Also openings in the school districts for after-school aides were listed in the parent request lists sent to the graduates.

TABLE 5

Interest in Type of Child Care Service

	Yes %	No %	Maybe %	No Response %	Depends %
Day Care Licensure	N (6) 18%	N (21) 62%	N (5) 15%	N (2) 5%	
Group Child Care	N (18) 53%	N (13) 38%	—	N (2) 6%	N (1) 3%
After School Aide	N (18) 51%	N (14) 40%	—	N (2) 9%	
Child Care Ctr. Aide	N (16) 47%	N (13) 38%	—	N (5) 15%	

Specialized Child Care

Initially, the ABODE program was designed to train the students to be a temporary pool of providers to care for ill children. This orientation, coupled with Parents Helping Parents' expressed need for care in these areas, led the evaluator to assess the providers' comfort level in caring for ill or handicapped children. Table 6 depicts the providers' feedback on caring for special needs children.

TABLE 6

Caring for Special Needs Children

Care for	Comfortable		Uncomfortable		No Preference		Depends		No Response	
	N	%	N	%	N	%	N	%	N	%
Ill child	13	38%	8	24%	9	26%	1	3%	3	9%
Chronically ill child	6	18%	16	47%	11	32%	----		1	3%
							Not Capable			
Handicapped child	12	36%	11	32%	10	29%	1	3%		
Mentally retarded child	7	21%	14	41%	13	38%	—		—	

The ABODE graduates were also asked whether they would be interested in additional training to care for special needs children. The response was as follows: yes, 32%; no 38%; no response 30%. Students commented that they want to work instead of having further training. Students were referred to an Exceptional Children's class. One graduate did attend this course. A follow-up class to the ABODE class was also offered. Although the majority of the students said they wanted the class, only three or four actually registered.

ABODE Curriculum and Field Work

Eighty-two percent (82%) of the ABODE graduates stated the field work was helpful. Nine percent (9%) did not find any value in the field experience, six percent (6%) felt the field work was not necessary, and three percent (3%) did not respond. Of the 34 respondents, 62% cited that the class curriculum was relevant to their field work experience, 24% stated it was not beneficial, and 14% did not respond. Overall, the majority of the students were excited regarding this portion of the curriculum because it gave them "hands-on" experience.

Two of the students went to De Anza's Child Development Center for their field work. The feedback from the Center was that the ABODE students came to the site not knowing what was expected of them.

Student Satisfaction

Overall, of the ABODE graduates who responded to the survey, three-quarters felt the program had met their expectations. One hundred percent (100%) stated that they would recommend the class to others.

De Anza's O.A.S. department has been disappointed in that student enrollment has been dropping each quarter. It wanted to have a grasp on the problem and to determine whether the decrease in enrollment stems from its advertising efforts or, perhaps, because older adults are just not interested in child care.

The result of the survey indicated over half of the respondents heard about the ABODE program through the senior centers. Very few of them heard about the program via radio and television.

Referral Agencies

Of pressing concern to the ABODE program was the question of the number of

referrals the graduates were receiving from Choices for Children and other sources. Therefore, feedback was derived from the graduates on their opinion of the referral system.

Four of the 34 respondents stated they had been referred two or three times by Choices for Children; three said they had been contacted once; and one person had been referred five or six times. Four students had been contacted by parents through Parents Helping Parents. Nine did not know which agency referred them, and eight of the graduates had no referrals. Only two percent (2%) of the respondents had received telephone calls outside of these agencies.

Since the ABODE graduates received a low number of referrals, they were asked a series of questions relating to their involvement with the agencies. Table 7 shows their responses. Judging from these, the ABODE graduates do not have the understanding that they are responsible for keeping Choices for Children abreast of their child care provider status. Most of the graduates do not understand how the referral system works or did not provide any input in the survey. Therefore, this is an area that needs development in the future.

TABLE 7

Involvement with Agencies

	Yes		No		Do Not Know		No Response	
Graduates	(N)	%	(N)	%	(N)	%	(N)	%
On Active List	(7)	21%	(8)	24%	(13)	38%	(6)	17%
Satisfaction with Choices for Children	(10)	24%	(8)	24%	---		(16)	47%
Understanding of the Referral System	(11)	32%	(7)	21%	---		(16)	47%

Tandem

Since the first graduating class was supposed to serve as an available source of child care for Tandem Corporation, those involved with the ABODE project were interested if any of the graduates had provided this service. The graduates were asked how many times they were contacted by a Tandem parent to provide child care: 6% said "2-3 times there was a Tandem contact," 3% were not sure, 53% answered "none" and 38% did not respond. When asked how many times they had provided child care for a Tandem parent, 7% replied 2-3 times, 71% answered "zero times" and 6% did not know.

These answers were expected as the Tandem parents were not advised to identify themselves for tracking purposes. There may have been more Tandem parents. This low rate of utilization by Tandem parents has been a disappointment to the corporation.

Follow-up from ABODE

The ABODE staff wanted to know whether the parent request list mailed once a month to the graduates was helpful to them. Table 8 indicates how many times a student had contacted a parent on the list.

TABLE 8

Parent Contact

Number of phone calls	N	%
Zero calls	16	47%
1 - 3 calls	8	24%
4 - 6 calls	3	9%
7 - 9 calls	2	6%
10 calls	1	3%
No response to question	4	11%

The respondents were asked whether any of these phone calls resulted in employment. Fourteen percent (14%) answered "yes," 43% answered "no," 6% said the job was already filled, and 12% did not respond to this question. Since that time, the students have been told that if they wanted the latest listings, they could contact the ABODE office every Monday.

The mailing list is of utmost importance in maintaining correspondence with the graduates. Midway through the evaluation process, it was proposed to the ABODE staff to offer an alumni get-together to the graduates. This suggestion was acted upon and the first alumni potluck was held in the spring. There was a fairly good turnout at this function.

The ABODE graduates were asked whether they would attend an alumni function. Table 9 tabulates the results.

TABLE 9

Attend Alumni Function

Yes		No		Maybe		No Response	
(N)	%	(N)	%	(N)	%	(N)	%
(15)	44%	(7)	20%	(6)	18%	(6)	18%

ABC

Expectations

There appears to be a misunderstanding of role expectations. The advisory board can be a catalyst to study the problem and make resolutions. This would not be difficult since all the concerned parties serve on the advisory board.

Graduates

The graduates were asked whether they had expected placement in a child care position upon graduation: 50% said "yes," 35% responded "no" and 12% gave no answer. The curriculum will need to emphasize that each of the graduates is responsible for seeking job placement and that De Anza cannot directly provide this placement.

Tandem

Tandem has felt throughout the project there were areas in the system which needed to be smoothed out. There appeared to be a misunderstanding of role expectation at the inception of the project, and remedial steps should have been taken at the beginning rather than at the end of the pilot project. However, Tandem contends that if the program has at least been of service to the community, it might consider future funding.

ABODE

O.A.S. maintains that its role is one of training and preparing the graduates for employment. Originally, it was thought that Tandem would hold a meeting of its employees to introduce the ABODE program and would make a video of ABODE for their employees. It was also thought that an office would be established at Tandem for referral purposes. These ideas did not materialize. Choices for Children was chosen as a referral agency and De Anza made its own video. Tandem does inform its employees of this service through its benefits department.

Conclusion

De Anza's ABODE has been fairly successful in implementing the child care pilot program for a year. Because of its multi-faceted components, the child care project was not easy to coordinate. With so many independent organizations involved, working to coordinate time schedules and functions was difficult.

Since the inception of the ABODE pilot program, the enrollment has been decreasing. This may be due to insufficient advertising and outreach. It may also be that the majority of older adults are just not interested in child care. Child care can be stressful and physically taxing.

From the responses of the survey, all the graduates find child care rewarding and satisfactory and enjoy doing it on a part-time basis. The ABODE program has offered them an opportunity to increase their self-esteem, to add an extra source of income and to make new friends.

Although this program is still valuable in meeting the needs of the older adults, the O.A.S. department needs to evaluate how many resources and staff are available to develop the program to its full potential. They must also address whether the program is cost-effective for the community college.

RECOMMENDATIONS

Advertising

Advertising of the ABODE program has focused on senior centers, nutrition sites, senior organizations and the media. There needs to be a broader and more aggressive marketing approach.

Goal: To expand marketing efforts.

Recommendations:

1. Advertise in areas where seniors carry on their daily living activities, such as arts and crafts stores, savings and loan associations, medical clinics, optical companies, pharmacies, supermarkets, local social security offices.
2. Participate in the annual Senior Expo Fair.
3. Offer a marketing and advertising internship to a local university student to develop and coordinate a marketing plan.

Alumni Function

The first annual alumni function was recommended to O.A.S. for implementation. A successful potluck was held.

Goal: To provide a continuing link between the graduates and ABODE.

Recommendations:

1. Continue the annual alumni function.
2. Focus on career workshops offering additional material on child care issues.
3. Invite various child care agencies and referral agencies as guest speakers.
4. Obtain feedback from alumni on their current status.
5. Review marketing and referral systems with alumni.
6. Encourage networking among the graduates.

Jobs in Child Care Setting

Goal: Expand job opportunities for the ABODE graduates. Many of the respondents expressed an interest in working in a child care center on a part-time basis.

Recommendations:

1. ABODE staff to assess the feasibility of part-time work as aides in local child care centers.
2. Joint effort with De Anza's Early Childhood Development Center for input and assistance with the ABODE program.

Advisory Board

The advisory board was set up as a fund-raising organization.

Goal: To maximize the function of the advisory board.

Recommendations:

1. Expand the role of the advisory board.
2. Set up quarterly meetings to review the progress reports.
3. Utilize the meeting to evaluate and problem solve issues and concerns.
4. More aggressively approach fund raising. To date, a total of $500.00 has been raised.

Curriculum

Although all of the following topics were covered in the class, the survey results indicate that the students need more or repeated information on:

1. Working in child care settings.
2. Understanding how the referral system works.
3. Liability issues.
4. Defining role expectations.

5. Marketing and interviewing techniques.

Goal: To enhance the curriculum to meet student needs.

Recommendations:

1. Incorporate more material on employment opportunities in child care settings.
2. Emphasize the role of ABODE as a training program and not as a placement agency.
3. Impress upon the students their responsibility of keeping in touch with placement agencies and in marketing themselves.
4. Encourage students to get answering machines and keep logs on calls from parents.
5. More emphasis on business issues (compensation, liability).
6. Explore the concept of job sharing.
7. Various methods of marketing themselves.
8. Learn interview techniques and videotape interviews.
9. Assertiveness training.

Referral System

On May 25, 1988, the evaluator met with the director of Choices for Children and the ABODE coordinator to determine why the referral system may not be working for the graduates.

According to Choices for Children, some of the primary causes for not using the ABODE providers are their inflexibility and rigidity regarding available time and geographic location; difficulty in contacting the graduates; and the fact that only 10% of the agency's parents want temporary or part-time care. (This still translates into far more parents than providers.)

Goal: To find alternative means of augmenting opportunities for providers.

Recommendations:

In the ABODE mailing list

1. Suggest obtaining an answering machine.

2. Ask for permission to release providers' names and addresses to parents.
3. Remind them to update their status with Choices for Children.
4. Reiterate places they can go for referrals (i.e., 4C's, senior centers, church offices, placement agencies, etc.).

Guidelines for Establishing a Child Care Program for Older Adults

The idea of training older adults to take care of children in the homes of parents or as aides in child care centers is excellent. Certainly the need for such care is great. We have had far more parents calling in requesting the services of mature caregivers than we have had providers.

Why provide the training? Although most women have brought up children of their own, the curriculum provides a chance for updating child care skills. Child-rearing practices have changed since most older adults were raising their children, and it is important that they know what today's parents expect. The education is beneficial to the students, as it gives them more confidence in their abilities. Parents appreciate knowing that the care provider has had CPR, first aid and other instruction.

Our curriculum and handouts have been included in the report to help others develop their own classes (see appendix IV). Although we had to limit registration to persons 55 years and older, enrollment would improve if persons in their 40's were also included.

Locations of classes are important. They should be centrally located with easy access by bus and car. Senior centers usually fill these criteria and are comfortable places for older adults to gather. Other facilities might include churches, schools and community recreation centers.

Instructors should be familiar with infant and early childhood care and education and have had experience working with older adults. Senior classes have to be adapted to the special problems and needs of their students, who should be treated with dignity and respect for their experience. Adaptations must be made for visual, hearing, and other physical problems. Older persons rely more on their previous experience and learning skills than on short-term memory and quick response for assimilating new knowledge. Slower pacing,

relating new material to already learned information, and more frequent repetition will help the 60 year-old master the new learning as well as, or better than, a younger student.

The requirements of fingerprinting, physician's referral, TB testing and two references, as well as the evaluations of the instructor and supervisor, are important in screening out those who should avoid this kind of work. Physicians have refused to sign the forms because of emotional, mental or physical problems of their patients. Knowing that she would be fingerprinted deterred at least one person with a police record from registering for the class. Experience with the students over an extended period of time enables the instructor and supervisors to gain insight into their capabilities and inadequacies.

Major problems to be faced are funding, recruitment, liability, placement.

Funding is a problem that continually faces all non-profit agencies. Local community colleges and adult education programs could supply instructors. Space might be found in senior and community centers. Funding for other personnel, advertising, materials, etc., can come from grants, local service organizations and businesses (although the latter are now being asked more frequently for donations and are receiving fewer tax breaks). Fund-raisers could bring in small amounts of money.

Contrary to many parents' expectations, senior citizens are not all craving to take care of their children for little or no money, just for the sheer joy of being with children. Many are very busy with their own activities. If they need money, there are other jobs they can get without the great responsibility and energy required in child care. Grandparents are frequently busy taking care of their own families' child care needs so their children can go to work or school.

Finding those who would indeed find fulfillment and worth in this kind of work requires spreading the recruitment effort over a wide area and in many kinds

of places. Articles in local newspapers and senior newsletters reach a wide variety of people. Personal appearances at nutrition sites, senior centers, service organizations and before other groups help a great deal. Reaching potential students is a major problem requiring innovative approaches. More suggestions can be found in the evaluation under "Recommendations."

Flyers should be eyecatching, saying just enough to get the information across, but without requiring too much reading. A telephone number for more information on any promotional material is advisable. Seniors appreciate the personal approach. Letters or telephone calls to prospective students help them to decide to join the program. The best recruiters are older adults themselves. Enthusiastic students get others to join.

Liability is a great issue. Insurance policies differ from area to area, but on the whole, the home-care provider is on her own with little protection except through the parents' insurance. Some persons refuse to do this type of work because of this reason. Few persons actually have problems, but it is an issue of which the caregiver must be aware.

The ideal way to do placement would be to be able to match parents and providers directly and follow up on the results. Because of liability, De Anza and Choices for Children are not able to do this kind of referral. The only way we can operate is to give lists of names to the provider or the parent and let them grope their way to connecting.

This is a problem for seniors as they tend to be less aggressive, more unsure of themselves and more self-effacing than the younger generations. Today's older women were taught to be nice, not pushy, and people would take care of them. They may expect others to give them what they need. They do not know how, or are afraid, to do for themselves. This should be addressed in the curriculum through assertiveness training and marketing ideas.

If at all possible, it is best to have the sponsoring organization do the

major referral work as well as the training. They know the providers best and have the greatest interest in seeing that they are placed successfully.

For more information please write or call:

Madeleine Williamson
Older Adult Studies
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 996-4884

Appendix

The California Health and Safety Code, Chapter 3.65 provides for the examination of the background of professional child care providers over the age of 18 if requested by the parents and approved by the provider. This is an evaluation program and applies only to the counties of San Francisco, Alameda, Contra Costa, Santa Clara and Sandiego for the period of July 1, 1987 to January 1, 1990.

Assembly Bill 4336

Authors: Costa, Bates, Duplissea, Farr, Hansen, Leslie and Vasconcellos

Topic: Child care and development

Purpose: If passed, this bill would appropriate $37,500 to the State Department of Education (SE) to formulate a three-year pilot program in which three child care resources and referral agencies would receive grant funds. These funds would be used to accomplish purposes relating to child care, support of parents and child care providers and to coordinate community child care services.

Provision of bill:

- o provide information to parents, primarily through telephone contact;
- o provide support to parents and child care providers who are under stress;
- o offer parenting classes to those parents who could benefit from this service in the community;
- o provide an on-going assessment of the community service needs of providers and parents of young children.

Assembly Bill 3148

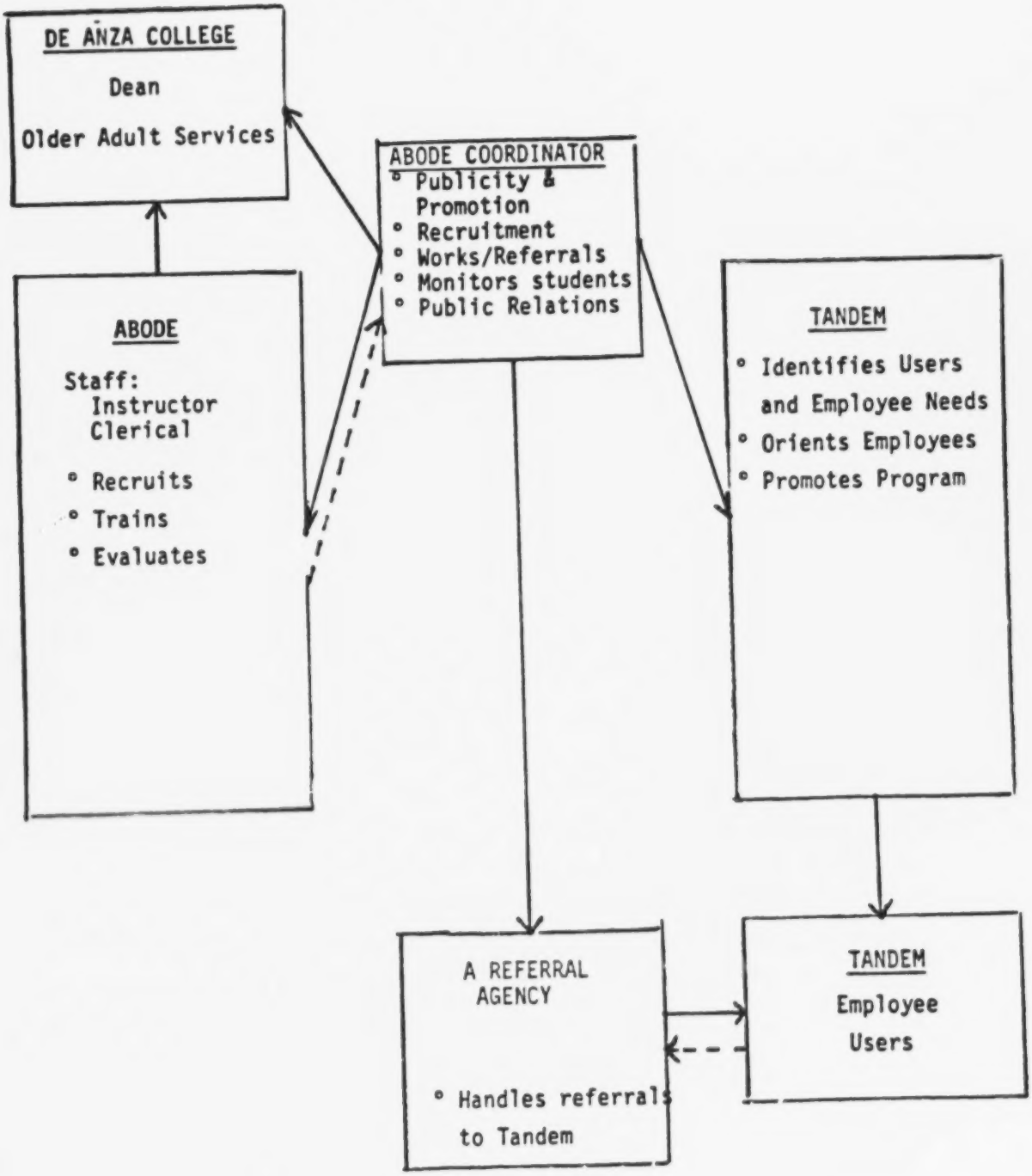
Author: Principal author - Cortese

Topic: Child care and development programs

Purpose: If passed, this bill would appropriate $42,500,000 to the Superintendent of Public Instruction for the specific purpose of expansion of the state pre-school and subsidized child care

program. The premise of this bill is that the State Department of Education estimates that 90,000 children are currently served in state subsidized child care and development programs. The demand for child care in California continues to rise because of the divorce rate; the number of single-parent families has doubled. In about 80% of families, both parents or the primary parent are in the work force.

ABODE ORGANIZATIONAL STRUCTURE



Preliminary

ONE YEAR BUDGET DETAIL

TRAINING PROGRAM

DESCRIPTION		
I.	Personnel	
	Credentialed Instructors ($800 per class)	$24,000.00
	Project Instructor/Coordinator (part-time) 20 hours per week x 12 weeks x 3 quarters x $15 per hour	10,800.00
	Clerk Typist (part-time) 10 hours per week x 12 weeks x 3 quarters x $ 8 per hour	2,880.00
II.	Non-Personnel	
	Space (one large classroom)	4,000.00
	Desk, students deks, chairs, 4 drawer file	2,000.00
	Typewriter (IBM Selectric)	1,000.00
	Curriculum and Instruction materials: 1 class of 20 students x approximately $20	400.00
	Audio visuals, visual aids, rentals	900.00
	Printing (handouts, xerox)	1,000.00
	Class fees plus parking permits: 20 students x $7.00	140.00
	Local mileage (meetings, class visitations, evaluations @$.22 per mile)	800.00
	Telephone	500.00
	Postage	300.00
	Consumable Office Supplies	500.00
	Publicity (photo, newspaper articles, announcements, videos, etc.)	600.00

APPENDIX III

DE ANZA COLLEGE
ABODE APPLICATION

TB _____
FP _____
DR. _____

PLEASE PRINT

NAME: _____

ADDRESS: _____

_____

PHONE: _____

SOCIAL SECURITY NO. _____

BIRTHDATE: _____

IN CASE OF EMERGENCY CALL: _____ RELATIONSHIP: _____

PHONE: _____ ADDRESS: _____

DOCTOR'S NAME: _____ PHONE: _____

WHAT IS YOUR MEANS OF TRANSPORTATION? CAR ___ BUS ___ OTHER _____

ARE YOU CURRENTLY CERTIFIED IN BASIC FIRST AID? _____ C.P.R. _____

WHAT TYPE OF CHILD CARE EXPERIENCE HAVE YOU HAD?

OWN CHILDREN: _____, GRANDCHILDREN _____, AS A TEACHER _____, NURSE _____,

OTHER: _____

HAVE YOU HAD ANY FORMAL TRAINING IN CHILD CARE? _____

ARE YOU NOW OR HAVE YOU EVER BEEN UNDER PSYCHIATRIC CARE? IF YES, PLEASE EXPLAIN _____

_____

DO YOU TAKE ANY MEDICATION REGULARLY? _____ PLEASE EXPLAIN _____

DO YOU HAVE ANY PHYSICAL CONDITIONS LIMITING YOUR ACTIVITIES? _____

PLEASE EXPLAIN _____

WHICH LANGUAGES DO YOU SPEAK? _____

PREVIOUS EMPLOYMENT: _____

EDUCATION: _____

DATE: _____ SIGNATURE: _____

DE ANZA COLLEGE
ABODE INTERVIEW

NAME:_____ DATE_____

APPEARANCE_____

PROMPTNESS_____

ATTITUDE_____

WHAT EXPERIENCE AND EDUCATION DO YOU HAVE IN CHILD CARE? FOR HOW LONG?_____

_____

WHAT ASPECTS OF CHILD CARE HAVE YOU LIKED BEST? LEAST?_____

_____

IF YOU COULD MAKE ONE SUGGESTION TO PARENTS OF CHILDREN YOU HAVE CARED FOR, WHAT WOULD IT BE?_____

_____

HAVE YOU CARED FOR CHILDREN WITH SPECIAL NEEDS? EXPLAIN._____

_____ WHAT AGE LEVEL DO YOU PREFER WORKING WITH?_____

IN CHILD CARE, OR IN OTHER AREAS OF YOUR LIFE, WHAT HAVE YOU DONE THAT YOU ARE PROUD OF?_____

_____

WHAT IS YOUR GREATEST STRENGTH?_____

WHAT IS YOUR GREATEST WEAKNESS?_____

WHAT ARE YOUR WORK GOALS FOR THE FORESEEABLE FUTURE?_____

TELL ME ABOUT YOUR HEALTH IN RECENT YEARS?_____

WHAT ARE YOUR PHYSICAL LIMITATIONS?_____

HAVE YOU EVER BEEN BONDED?_____ HAVE YOU EVER BEEN CONVICTED OF A FELONY?_____ EXPLAIN:_____

_____

ENGLISH ABILITY AND OTHER LANGUAGES SPOKEN?_____

WHAT ELSE SHOULD I KNOW ABOUT YOUR QUALIFICATIONS?_____

IS THERE ANYTHING IN PARTICULAR YOU WANT TO TELL ME ABOUT YOURSELF?_____

WHAT WOULD YOU LIKE TO KNOW ABOUT ABODE?_____

WHAT ARE YOU SEEKING IN THIS PROGRAM?_____

INTERVIEWER_____

DE ANZA COLLEGE

21250 Stevens Creek Boulevard • Cupertino, California 95014-4797

ABODE PROGRAM

PHYSICIAN'S HEALTH CERTIFICATION

NAME:_____ DR.'S NAME:_____

ADDRESS:_____ ADDRESS:_____

_____ _____

PHONE: ( )_____ PHONE: ( )_____

BIRTHDATE:_____

SOCIAL SECURITY #:___ __ ____

Note to Physician:

The above person is applying for training at De Anza College following which he/she will qualify to take care of children in the homes of working parents. We would greatly appreciate your certification that this person - as of this date - and to the best of your knowledge - obtained from past contact and/or recent evaluation, is in satifactory mental and physical health. He/she appears to be free from communicable disease problems and should be capable of fulfulling the tasks and responsibilities expected of him/her in the care of children.

LENGTH OF TIME APPLICANT KNOWN TO YOU:_____

DATE OF MOST RECENT EXAMINATION:_____

RELEVANT SERIOUS PAST HEALTH PROBLEMS:_____

_____

_____

_____

_____

_____

SIGNATURE:_____ DATE_____

Foothill-De Anza Community College District

ABODE PROGRAM

STUDENT

REFERRAL INFORMATION

PLEASE PRINT

NAME:_____

ADDRESS:_____

_____

PHONE:_____

ARE YOU WILLING TO GO OUTSIDE YOUR NEIGHBORHOOD FOR CARE PROVIDER JOBS?_____

WHAT AGES OF CHILDREN WOULD YOU PREFER CARING FOR?_____

WILL YOU CARE FOR AN INFANT?_____

WILL YOU CARE FOR AN ILL CHILD?_____

WILL YOU CARE FOR A HANDICAPPED CHILD?_____

EXACTLY WHAT HOURS WILL YOU BE AVAILABLE TO WORK?

MONDAY:_____TUESDAY:_____

WEDNESDAY:_____THURSDAY:_____

FRIDAY:_____SATURDAY:_____

SUNDAY:_____

DO YOU PREFER WORKING OCCASIONALLY_____REGULARLY ON A PART TIME BASIS_____

REGULARLY ON A FULL TIME BASIS_____

WILL YOU CARE FOR GROUPS OF CHILDREN FOR REGULAR_____OR OCCASIONAL EVENTS?_____

ARE YOU INTERESTED IN WORKING AS A DAY CARE CENTER AIDE?_____

ARE YOU INTERESTED IN WORKING AS A HOME DAY CARE SUBSTITUTE?_____

WILL YOU DO OCCASIONAL 24 HOUR_____OR OVERNIGHT CARE_____

TRANSPORTATION: CAR?_____BUS?_____OTHER_____

OR WILL YOU NEED TO BE PICKED UP?_____

ARE YOU WILLING TO PICK UP CHILDREN AFTER SCHOOL?_____

LANGUAGES SPOKEN?_____

DO YOU SPEAK ENGLISH?_____READ ENGLISH_____WRITE ENGLISH_____

OTHER COMMENTS?_____

_____

MAY WE HAVE YOUR PERMISSION TO GIVE THIS REFERRAL FORM TO: PRIVATE PARTIES SEEKING EMPLOYEES FOR CHILDCARE?_____YES_____NO, REFERRAL AGENCIES_____YES NO_____.

SIGNATURE_____

CONSENT FOR MEDICAL TREATMENT

I hereby authorize for _____, _____, _____, _____, any and all medical, dental or hospital care prescribed by a duly licensed Doctor of Medicine or Doctor of Dentistry to preserve the life, limb or well-being of my dependent child(ren) in the event of injury or illness to the child(ren). I understand and agree that I am financially responsible for such care.

Signed:_____Date:_____
(Parent or Legal Guardian)

Medical Insurance Co._____Policy #_____

Give date of last tetanus shot, drug allergies, medical alert and current medications for each child.

Name: _____age: _____tetanus: _____

_____

_____

Name:_____age: _____tetanus: _____

_____

_____

Name:_____age:_____tetanus:_____

_____

_____

Name:_____age:_____tetanus:_____

_____

_____

(Form to be given to temporary custodian, who can be any adult 18 years or older)

TO WHOM IT MAY CONCERN:

Pursuant to the provisions of Section 25.8 of the Civil Code of California, I hereby authorize _____ to consent to and procure medical, dental or hospital care for my child_____ in the event of injury or illness to him/her while he/she is entrusted to their care. I understand and agree that I am financially responsible for care so procured.

_____
(PARENT OR GUARDIAN)

Witness: (Optional)

_____ _____
(date)

(Form to be kept by Pediatrician)

I hereby authorize _____, or any physician covering for him, to treat or to procure medical or hospital treatment for my child _____ in the event of any injury or illness to him/her when no parent or guardian is available for consent. I understand that I am financially responsible in the usual manner for care so furnished or procured.

_____
(PARENT OR GUARDIAN)

_____
(date)

Witness: (Optional)

_____

VERIFICATION OF FIELDWORK

DE ANZA COLLEGE, OLDER ADULT SERVICES, ABODE PROGRAM

The De Anza student is responsible for a minimum of 4 hours of supervised fieldwork with an individual child or group of children.

DESCRIPTION OF VOLUNTEER SERVICE

(may be filled out by student, comments may be added by supervisor)

NAME_____

HAS COMPLETED _____HOURS OF SERVICE. THIS SERVICE BEGAN ON (date) _____AND ENDED ON (date)_____

THE MAJOR ACTIVITIES LED AND/OR PRIMARY RESPONSIBILITIES WERE:

_____

_____

_____

_____

LOCATION OF FIELDWORK

(may be filled-out by student)

NAME OF AGENCY OR PROGRAM_____

ADDRESS_____

PHONE _____

VERIFICATION AND EVALUATION OF SERVICE

TO BE FILLED OUT BY PERSON SUPERVISING OR WORKING WITH STUDENT

EVALUATION EXCEPTIONAL ___GOOD ___AVERAGE ___POOR ___

Please comment on the following if applicable:

MINOR DIFFICULTIES_____

MAJOR PROBLEMS_____

ANY ADDITIONAL COMMENTS?_____

_____

I VERIFY THE ACCURACY OF THE DESCRIPTION, HOURS, LOCATION, AND EVALUATION.

SIGNATURE_____DATE_____

THANK YOU FOR GIVING THIS STUDENT THE OPPORTUNITY TO VOLUNTEER IF THERE ARE ANY SUGGESTIONS, CALL 996-4884.

EMERGENCY 911

CHILD CARE PROVIDER'S INSTRUCTIONS

Parents' names _____

Where parents can be reached: Mother _____

Father _____

Doctor: Name _____ Phone _____

Address _____

Neighbor, friend, relative to call in case of emergency:

Name _____ Phone _____

Household emergency procedures are: _____

_____

Family meeting place outside the home is: _____

Children's names (nicknames)

_____ Age: ____ _____ Age: ____

_____ Age: ____ _____ Age: ____

Instructions for children's care:

Meals: _____

_____

_____

Allergies: _____

Activities permitted: _____

_____

Activities NOT permitted: _____

_____ _____

Bedtime: _____

_____ is sick. His/her diagnosis is: _____

_____

Doctor's instructions: _____

_____

(Medications should be administered by parents if possible).

I hereby authorize for the above-mentioned children any and all emergency medical treatment, including x-rays, anesthetics, blood transfusions, and medications deemed necessary by and administered under the supervision of a licensed physician.

Date _____ Parent's Signature _____

DE ANZA COLLEGE

OLDER ADULT SERVICES

ABODE PROGRAM

NAME: _____

ADDRESS: _____

PHONE: _____

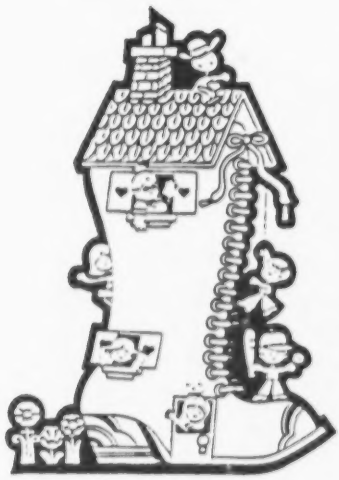
WORK LOG

DATE/ HOURS worked	NAME, ADDRESS, PHONE OF EMPLOYER (optional)	REFERRED BY:	COMMENTS	MAY ABODE CONTACT EMPLOYER FOR REFERENCES? yes	no

A new De Anza College program
for seniors who want to

ABODE

Learn and Earn



LEARN to care for children of working parents.
EARN extra money working flexible hours outside your home.

Classes begin April 7 and meet one afternoon each week for 12 weeks.
Topics taught include first aid, recreational ideas, arts and crafts, discipline techniques and more.

NO FEES CHARGED

Classes are sponsored by Older Adult Services of De Anza College and will be held at the Cupertino Senior Center, 21251 Stevens Creek Blvd., Cupertino.

Applicants must be 50 or older, in good health , and they should enjoy being with children.

FOR MORE INFORMATION, CALL
(408) 996-4884

Seniors, Want to Know More about Grandparenting and Child Care?

De Anza College's ABODE (Ability Based on Older Dependable Experience) program will present a course this spring for older adults who want to learn more about child care in today's world.

When: Thursdays
(beginning April 6)

Time: 9:30 a.m. to 12:10 p.m.

Where: Cypress Senior Center
403 South Cypress Avenue
San Jose

Fee: $10.50 for persons 60 and older
$17.50 for those under 60.
Scholarships are available.

Topics will include parenting values and styles, child development, recreational and educational activities for children of all ages, discipline, first aid, and C.P.R. life-saving techniques. Sandi Kovach-Long will instruct the course.

Information will be available for seniors who want to earn extra money by working in child care in a home or center.

For more information or to preregister, call Madeleine Williamson at De Anza at (408) 996-4884.

De Anza College News

OLDER ADULTS CAN LEARN AND EARN IN NEW DE ANZA COLLEGE PROGRAM

February 23, 1987

A new program at De Anza College in Cupertino provides older adults an opportunity to earn supplementary money, learn new skills and help working parents and their children.

Sponsored by Tandem Computers Incorporated, the ABODE program trains older adults to work as family aides in the homes of children needing some daytime care.

Aides supervise and give care and emotional support to the children. No housework is required other than that directly related to the care of the children. Hours are part-time and flexible to meet the needs of the aide and the family.

Today six out of ten mothers work outside the home and two to five million children between the ages of 6 and 13 have no one to care for them when they are not in school.

Topics covered in the ABODE program training include recreational ideas, arts and crafts, discipline techniques and other subjects related to child care. The ABODE training includes 12 weeks of course work and an internship in family homes.

Applicants for the ABODE program should like being with children, have patience and flexibility and a commitment to follow through on the training and work.

Aides must be 50 years or older and in good health.

Applications for the ABODE program will be accepted through April 7th. Classes will meet Tuesdays from 1 to 4 p.m. starting April 7th at the Cupertino Senior Center, 21251 Stevens Creek Blvd. in Cupertino.

For further information or to apply to the program, call Older Adult Services at De Anza College, (408) 996-4884.

Ron Bottini Public Information Officer • 21250 Stevens Creek Boulevard, Cupertino, Ca 95014 • (408) 996-4672

DE ANZA COLLEGE
OLDER ADULT SERVICES
COURSE OUTLINE

APPENDIX IV

TITLE #

I. Catalog Information

SPPR 1A10: Family Service Aide: Children

Prerequisite: None

Three hours lecture

Current theories on child development and parenting styles. First aid and emergency care, common childhood illnesses. Recreational and educational activities for children at home. Skills needed to meet the short term needs of the family.

II. Course Objectives

The student will:

A. identify and explain current laws and liability issues regarding working with children in their homes.

B. analyze the major developmental stages and discuss the characteristics of children in these stages.

C. create a survey to identify parenting styles, family needs, and emergency procedures.

D. describe emergency first aid skills and assess the potential hazard of common household environments and situations.

E. assemble a resource file of activities and local recreational or educational programs suitable for children.

F. recognize signs of child abuse and/or substance abuse and name the agencies available for referral.

G. evaluate the symptoms of common childhood illnesses and identify the conditions requiring immediate medical care.

III. Essential Student Materials

None

IV. Essential College Facilities

None

V. Expanded Description of Content

A. Basic care and needs of children (4 weeks):

1. infant, toddler and preschool children:

a. nutrition
b. physical care
c. social and emotional growth
d. physical development
e. cognitive development

2. elementary level:

a. nutrition
b. social and emotional growth
c. physical development
d. cognitive development

3. puberty and adolescence:

a. nutritional needs
b. social and emotional growth
c. physical development
d. cognitive development

B. Common childhood illnesses (1 week):

1. symptoms of common illnesses:

a. when to notify a doctor
b. typical cycle of specific childhood illnesses

2. safeguards against spreading disease:

a. when a disease is contagious
b. how infection is spread

3. assisting recovery:

a. nutritional needs
b. how much rest

C. Health and safety concerns (3 weeks):

1. assessing the environment:

a. harmful chemicals and plants.
b. potential injury from objects, toys.

2. emergency procedures for earthquake or fire:

a. evacuation or protection during the catastrophe.
b. evacuation or protection after the catastrophe.

3. basic first aid

4. symptoms of child abuse:

a. legal responsibility
b. referral agencies

5. symptoms of drug abuse:

   a. referral agencies

D. Recreational and educational activities (2 weeks):

1. arts and crafts

2. music movement and drama

3. reading and writing

4. indoor and outdoor games

E. Working within a family's home (1 week):

1. demands put upon a two career or single parent family:

   a. conflicts of the working mother
   b. adjustment of children and parents

2. reactions to stress and coping mechanisms.

3. nurturing needs:

   a. comparison of children during the early versus late 1900's.
   b. substitute parenting

VI. Methods of Evaluating Objectives

A. Survey created to determine parenting styles, family needs and emergency procedures.

B. Combination essay and midterm examination.

C. Combination essay and final examination.

D. Written collection of activities suitable for various ages of children.

VII. Texts and Supporting References

A. Texts:

1. Jaisinghani, Vijay T. and Vivian Gunn Morris. Child Care in a Family Setting. Cheltenham: Family Care Assoc., 1986.

2. Syllabus and selected readings from references.

B. References:

1. Croft, Doreen J. and Robert D. Hess. An Activities Handbook for Teachers of Young Children. 4th ed., Boston: Houghton Mifflin Co., 1985.

2. Dinkmeyer, Don and Gary McKay. Parent's Handbook: Systematic Training for Effective Parenting. Circle Pines: American Guidance Services, 1976.

3. Emergency Medical Procedures for the Babysitter. Dallas: Taylor Publishing Company, 1982.

4. Gallahue, David L. Developmental Movement Experiences for Children. New York: John Wiley & Sons, 1982.

5. Gardner, Howard. Developmental Psychology. Boston: Little, Brown and Co., 1978.

6. Gonzales-Mena, Janet and Dianne Widmeyer Eyer. Infancy and Caregiving. Palo Alto: Mayfield Publishing Co., 1980.

7. Moeckel, Sandy, ed. Kids, Kids, Kids. Santa Clara, Ca., 1986.

8. Leach, Penelope. Your Baby and Child. New York: Alfred A. Knopf, 1982.

9. Pantell, Robert H., James Fries, and Donald Vickery. Taking Care of Your Child. Menlo Park: Addison-Wesley Publishing Co., 1983.

10. Standard First Aid and Personal Safety. 2nd ed. United States: American Red Cross, 1979.

NAME_____ PHONE #_____

Quarter completed_____198___

1. How old are you? (optional)

   _____50-55 _____56-60 _____61-65 _____over 65

2. Have you had previous childcare experience?

   _____cared for own children

   _____worked as a childcare provider

   _____other_____

3. If you have had previous experience, why did you feel you needed additional training in the ABODE Program?

   _____attended as a past-time

   _____certification for childcare

   _____to update skills and knowledge

   _____other, explain_____

   _____

4. What other skills do you have besides childcare?

   Please list:_____

   _____

   _____

5. Has working as a childcare provider enhanced your quality of life and provided you with a sense of contribution to society?

   _____yes _____no

6. Do you feel child care is rewarding and satisfying?

   _____most of the time _____sometimes _____seldom _____never

7. Does your current physical health and energy level allow you to provide childcare?

   _____most of the time _____sometimes _____seldom _____never

8. Has your health status or circumstances changed since you first attended the ABODE class?

_____yes _____no

Explain:_____

_____

_____

9. At the end of a day providing childcare, how tired are you?

_____slightly _____moderately _____extremely

10. What age group would you prefer to provide care for?

_____birth to one year old

_____one year old to three years old

_____three years old to five years old

_____five years old to nine years old

_____ten years old to fifteen years old

11. What setting would you prefer to provide childcare in?

_____in own home

_____in parent's home

_____in childcare center

_____other_____

12. What method of transportation do you use in reaching your employment destination?

_____auto _____public transit system _____other_____

13. Do you have any geographic limitations or preferences in providing childcare?

_____yes _____no

14. How many days per week would you prefer to work?

_____0-1 days

_____2-3 days

_____4-5 days

15. What is your work preference?

_____temporary basis

_____permanent basis

16. Do you prefer to provide childcare

_____weekdays _____weekends _____no preference

17. In any given day, do you prefer childcare

_____for the whole day _____part of the day

18. Would you be interested in job sharing?

_____yes _____no _____maybe

19. Are you interested in pursuing a license for a day care center?

_____yes _____no _____maybe

20. Are you interested in group childcare?

_____yes _____no

21. Are you interested in working as an after school child care aide?

_____yes _____no

22. Are you interested in working as a childcare center aide?

_____yes _____no

23. Would you feel comfortable in caring for an ill child?

_____comfortable _____uncomfortable _____no preference

24. Would you feel comfortable in caring in caring for a chronically-ill child, for example, a cystic fibrosis child?

_____comfortable _____uncomfortable _____no preference

25. Would you feel comfortable caring for a handicapped child?

_____comfortable _____uncomfortable _____no preference

26. Would you feel comfortable in caring for a mentally retarded child, for example, a Down's Syndrome child?

_____comfortable _____uncomfortable _____no preference

27. If you answered uncomfortable to any of the above questions, would you be interested in additional education and training in these areas?

_____yes _____no

If no, please explain:_____

_____

28. How did you hear about the ABODE program?

_____ABODE flyer _____newspaper, _____TV, _____Radio

_____Senior Center _____friend

_____Nutrition Center _____other_____

29. Was the ABODE field work experience beneficial?

_____yes _____no

Please explain:_____

_____

_____

30. Were you able to apply the course material in your field experience?

_____yes _____no

31. Have you taken any positions other than childcare, and how have they worked out for you?

_____

_____

_____

32. How many Tandem employees have contacted you regarding childcare?

Please List:_____

_____

33. How many times have you provided childcare for a Tandem family?

_____zero _____1-2 _____3-4 _____5 or more _____do not know

34. How many times have you been referred by the following?

a. Choices for Children _____

b. Parents Helping Parents _____

c. 4 C's _____

d. Do not know _____

35. How many times have these referrals resulted in employment?

a. Choices for Children _____

b. Parents Helping Parents _____

c. 4 C's _____

d. Do not know _____

36. How many times have you called a parent on the **ABODE** child care list?

_____zero _____1-3 _____4-6 _____7-9 _____10 or more

37. Did these calls result in employment?

_____yes _____no

38. Have you had any problems discussing your services with parents?

_____yes _____no

If yes, please explain_____

_____

39. Have you received referrals from other sources?

_____yes _____no

Please List:_____

_____

40. Did these referrals result in employment?

_____yes _____no

41. Are you currently on the active list for Choices for Children?

_____yes _____no _____do not know

if no, please explain:_____

_____

42. Since you are registered through Choices for Children as a provider, are you satisfied with the amount of referrals you are receiving?

_____yes _____no

43. Do you have an understanding of how each of the referral systems work?

_____yes _____no

If no, please list which ones and why:_____

_____

_____

44. After graduation from the ABODE program, did you expect to be placed in a childcare position?

_____yes _____no

45. Have you kept a phone log of your childcare calls and referrals?

_____always _____sometimes _____never

46. Have you conducted any follow-up phone calls to interested parents regarding childcare?

_____yes _____no If yes, how many times?_____

47. Do you feel comfortable with the interviewing process with parents?

_____frequently _____sometimes _____never

48. Are you concerned with the issue of liability?

_____yes _____no

49. What has completing the ABODE program done for you? (circle all that apply to you)

a. increased self esteem

b. provided extra income

c. afforded interaction with others

d. made new friends

e. other_____

50. Would you participate in the ABODE alumni function?

_____yes _____no _____maybe

51. Do you feel you are receiving adequate follow-up information from the ABODE program?

_____yes _____no

If no, please explain:_____

_____

52. Did the ABODE childcare program meet your expectations?

_____yes _____no

If no, please explain:_____

_____

53. Would you recommend the ABODE childcare program to others?

_____yes _____no

If no, please explain:_____

_____

Additional space is provided for your comments and suggestions.

Again, thank you for your time and cooperation.

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